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ABSTRACT

The 56 citations from recent periodicals (1976-1980) listed in this bibliography were selected to indicate the diverse subject areas other than instructional technology and related fields that are interested in audiovisual materials, the types of media they are interested in, and criteria used or suggested for the evaluation and selection of such materials. Coverage is confined to professional journals, popular periodicals, and documents, and no title is cited more than once. Not included are popular film documents, and record reviews, bibliographies, discographies, and mediographies. Titles of indexes used and the periodicals cited are provided, as well as a chart indicating the frequency of kinds of audiovisual materials mentioned in the 19 areas represented. Areas most frequently cited were business, art, language, and medicine; some general interest articles are included. (LLS)

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A SELECTED ANNOTATED BIBLIOGRAPHY  
ON THE  
SELECTION AND EVALUATION  
OF  
AUDIOVISUAL MATERIALS

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# I

## INTRODUCTION

### Purpose

Professionals in Instructional Technology and related fields have written profusely on the subjects of evaluation and selection of audiovisual materials. However, specialists in other fields have also written on the same topics. It would seem that the professionals in our field would be interested in the criteria others have to recommend. This selected annotated bibliography indicates

1. the diverse subject areas interested in audiovisual materials
2. types of media in which they are interested, and
3. criteria used or suggested to be used.

### Features

The bibliographic listing has the following features:

1. General and specialized indexes were used to gather citations. See Appendix A.
2. Coverage is confined to professional journals, popular periodicals and documents from the above mentioned sources. See Appendix B.

3. Only citations outside the fields of Instructional Technology and School Media/Librarianship were considered.
4. No journal/periodical is cited more than once.
5. Only items published during the years 1976 through 1980 were considered.
6. Each entry is annotated.
7. Bibliographies, discographies and media-graphies are not included.
8. Critics' reviews of popular recordings, films, etc., are not included.
9. Only works which are reasonably accessible in good libraries have been included.

#### Definition of Terms Used

1. Evaluation-Selection - terms used to describe the
  - a) assessment of "acceptability of produced learning resources,
  - b) activity of analyzing quality in terms of standards,
  - c) outcomes."<sup>1</sup>

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<sup>1</sup> AECT Task Force on Definition and Terminology. Educational Technology: Definition and Glossary of Terms, Volume I. (Washington, D.C.: Association for Educational Communications and Technology, 1977) p. 261.

2. Audiovisual Materials - "A collective noun (not the name of a field), referring to a collection of materials and devices which are displayed by visual projection and/or sound reproduction."<sup>2</sup>

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<sup>2</sup>  
Ibid. p. 171.

## II

### BIBLIOGRAPHY

Anderson, Ronald H. "Guidelines for Visuals." Training and Development Journal 33 (December 1979): 30-3.

This article is an excerpt from Selecting and Developing Media for Instructors and sets down rules of thumb for selection and use of visuals. Also included are guidelines for legibility for projected visuals including a separate column for video and guidelines for visual formats. The author stresses planning.

"Audio for Consumers Taught at U. of Miami." The School Musician Director and Teacher 49 (February 1978): 9.

An electrical engineer teaching a three credit hour course at the University of Miami School of Music designed a practical guide to the selection and utilization of audio components designed for consumer use. The class is opened to any student enrolled in the University.

Ballweg, Mary Lou. "Word Processing Training Films." The Office 85 (June 1977): 123+.

A series of 16 mm color films covering all aspects of word processing was evaluated positively by users over a live lecture format. The films have credibility since real managers, supervisors, word processors, and secretaries were used in the production. Different films from the series are used for appropriate levels of trainees.

Bateskey, James. "Improving Instruction Through a Videotape Library." Journal of Physical Education and Recreation 50 (February 1979): 83.

Selection of videotape as a means toward achieving quality instruction in the field of physical education is suggested for the following reasons:

1. Specially skilled persons could be videotaped for instruction for which the staff is not exceptionally qualified
2. Teacher evaluation
3. Tapes could be viewed by students for assignment purposes as well as being used as part of class instruction

Benes, Joseph. "Audio-Visual Media in Museums." Museum 28 (No. 2 1976): 121-4.

Three questions are posed and answered for selecting audio-visual materials in museums:

1. Why should museums use them?
2. To what extent is their use consistent with the aims of the museums?
3. If the utilization of audio-visual media is to be effective, which types must be used, and in what way.

Photographs showing audio-visual materials in museums are included. A table of "Usage and Appreciation of Audio-visual Media by Visitors to Two Regional Museums" completes the article.

Boyle, Deidre, ed. Expanding Media. Arlington, Va.: ERIC Document Reproduction Service, ED 148 370, 1977.

Part II of this collection is devoted to "Selection and Evaluation." Among the topics covered are:

- 1) Characteristics of Current Review Journals, 2) A Model for Collection Development, 3) Fundamentals of Evaluation, 4) Criteria, 5) Awareness of Multi-Purpose Use, 6) Visual Literacy, 7) Distributor vs. Buyer (Rental collections, preview problems, etc.) and 8) Filmstrips.

Part III includes a section on establishing a cassette program.

Brinton, Donna and Gaskel, William. "Using News Broadcasts in the ESL/EFL Classroom." TESOL Quarterly 12 (December 1978): 403-13.

The authors describe their reasons for selecting television and radio broadcasts for the "English as a Second Language" and "English as a Foreign Language" classrooms. The two media bring to the students high speed live speech in the different language - something that is not normally heard in the classroom. Processes and procedures are described. Both authors feel that selection of these media are worthwhile because the broadcasts 1) are timely, 2) recycle vocabulary 3) provide the student with useful core vocabulary, and 4) present cultural asides.

Brooks, Dorothy D. "Teletherapy": Or How to Use Videotape Feedback to Enhance Group Process." Perspectives in Psychiatric Care 14 (April, May, June, 1976): 83-7.

The Department of Psychiatric-Mental Health Nursing Masters Program of the University of Pittsburg has selected a videotape feedback program of evaluation, not only for its students, but also for patient groups. Edited videotapes are used to save time (over random group sessions) and also to bring together examples of similar behavior problems. It was found that video feedback was a worthwhile selection to enhance group discussions.

Carpenter, Edward K. "Aardvarks to Zoophytes Served Up Fresh." Print 32 (May 1978): 62-71+.

George Gardner, chairman of exhibitions and graphics at the American Museum of Natural History in New York City, feels that the use of audio-visual material can be used to advantage in a museum atmosphere. Films showing motion were selected instead of old fashioned diagrams. Sound is also used to enhance exhibits. However, he warns that frequent breakdowns occur due to constant eight hour usage.

Christopher, Carole; Shannon, Barbara; and Sims, Laura S. "A Multimedia Approach to Teaching Nutrition." Journal of Nutrition Education 12 (January-March 1980): 8-13.

In a test made in an introductory college nutrition course, students were randomly assigned to a multimedia section or the traditional lecture-discussion instruction. The results indicated that the students in the multimedia groups learned as much as those in the lecture group. However, the authors caution against replacing live teaching with media. On the other hand, they advise using media since more time is made available to the instructors for other scholarly pursuits. The methodology, results, and conclusions of the project are given.

Day, Michael. "Resource Materials." School Arts 79 (November 1979): 58-9.

This article is an example of Day's frequently appearing column in which he evaluates materials for art teachers' use. Although the column evaluates books, audiovisual materials are often critiqued as in this example. The November 1979 column states reasons for selecting filmstrips for classroom use and also reviews a selection of four filmstrip titles.

Einvecker, Polly Goodwin. "Use of Multimedia Programs to Increase Adult Vocabulary." Phi Delta Kappan 61 (January 1980): 360-1.

The author developed a multimedia program based on Latin root words to increase adults' English vocabulary. The program was evaluated for effectiveness by 104 students at Pensacola Junior College. The experimental group scored significantly higher for vocabulary learning, but retention for both groups was high. The experimental group had a lower withdrawal rate than the control group.

Fielders, John. The Use of Media in Occupational Training in Iran - Technical Report No. 17. Arlington, Va.: ERIC Document Reproduction Service, ED 154 790, 1976.

The choice of media in occupational training depends upon the particular application. Chapter II "Use of Media in Managerial and Administrative Orientation and Training" includes reasons for the selection of video recordings or multi-media approaches for management, supervisory and administrative training. Chapter III states the requirements for media selection for training clerical, sales and service personnel, and Chapter IV describes the selection of appropriate media for training industrial production personnel.

Flanagan, William, ed. "Personal Business: Planning That Slide Presentation." Business Week February 9, 1976. p. 86.

Eastman Kodak offers selection tips for slide presentations such as 1) choosing slides which need no narration and 2) selecting slides which are understandable to the audience.

"Fun at Home: Special Report." Money, December 1979, pp. 47-58+.

This report gives many recommendations for the selection of the "right" media for home entertainment. Television, cable television, projection TV, videodiscs, and games are evaluated. Advantages and disadvantages of film and videotape for home "movies" are stated. Games are described. Compact stereos are evaluated. Pictures accompany the report.

Gittons, T. "For Children's Eyes." Essence, October, 1979, pp. 21-2.

Mr. Gittons provides three hints for selecting children's films which project a positive Black image. He also suggests how to arrange screenings for children as well as a list of ten short children's films meeting his criteria.

Gottheimer, Debra. "A Manager's Training Film Festival." Administrative Management 38 (July 1977): 24-7.

Films and videotapes are selected for management training because of 1) dramatic impact, 2) in-house capability, and 3) permanence and consistency. Typical good programs should include, with the film or tape, a leader's manual and workbooks for the trainees. Titles of many management films and tapes from various producers are listed - some described.

"Graphics Education: Teaching Materials; The Big Companies Close In." Design No. 376 (April 1980): 58-9.

A number of British companies have been publishing pamphlets, etc., aimed towards school children. More and more multi media kits and games are being produced by industry for the same purpose. Both formats are used to improve industry's image and also to minimize a tax loss. However, the producers must be selective in the kinds of materials they distribute and how they are produced. The items may, of course, state the donor's company name, but should not be biased towards the company's product.

Grittner, Frank M., ed. Careers, Communication and Culture in Foreign Language Teaching, A Guide for Building the Modern Curriculum. Arlington, Va.: ERIC Document Reproduction Service, ED 134 024, 1976.

In this multi-sectioned publication, Part 5, "Capturing Student Interest with Visuals" by Jermaine D. Arendt, contains suggestions for the selection of visuals for: 1) arousing interest in a subject, 2) holding attention, 3) reinforcing audio learning, 4) giving meaning to words and utterances and 5) pointing out cultural differences. When the Minneapolis Public School System was revamping their foreign language courses at various levels, it was found that commercially produced materials often did not meet its criteria and set out to produce its own to bring the collection up to its standards. Questions asked in the selection process are: 1) Does the visual make a unique contribution? 2) Is the content relevant to the learner? 3) Is the medium appropriate to the learning task?, and 4) Is the material technically of good quality?

Harrison, Helen P. "Non-Book Materials: A Decade of Development." Journal of Documentation 35 (September 1979): 207-48.

The rapidly expanding area of non-book materials (abbreviated throughout the article - NBM) and the problems involved in selection, acquisition, organization, etc., of these materials are described in this British publication. Since selection is a keystone of professional library work, it is imperative that the librarians have knowledge of sources available, subject needs and level of interest of the users. The best form of media should be made available. Technical quality and replacement costs must be considered. Selectors and users should come to an agreement on policies.

Hawes, Charles B. "Visual Media for the Instrumentalist." The Instrumentalist 32 (January 1978): 34-7.

Hawes' article will aid the music teacher in the selection of visual media - both hardware and software. Techniques for proper utilization of opaque and overhead projectors, photographic slides, motion pictures, video and multi-media productions are given. A portion of the article is devoted to the advantages and disadvantages of Super-8 and video.

Hodges, Ralph. "Audio Basics: 'On Not Testing Tapes'." Stereo Review (March 1978). p. 24.

Stereo Review and its management have not supported tape testing for many years because:

1. Tapes must be found to match cassettes. Identical tapes quality may differ between cassette players.
2. Absolute values are often in dispute even among manufacturers specialized equipment.
3. Guidance cannot be given except to those using players identical to those used in tests.

"How to Make Quality Slide Shows Easily - and Inexpensively." Personnel Management (May 22, 1978): 481-2.

Selection of a slide/tape presentation is advised for getting employee attention. A minimum equipment list is given. Also, hints for selecting proper music background and narration are included as well as steps for putting the show together (defining objectives, getting script, etc.).

Hult, Richard E., Jr. "The Effectiveness of University Television Instruction and Factors Influencing Student Attitudes." College Student Journal 14 (April 1980): 5-7.

The author refers to past studies in which TV instruction vs. non-TV instruction has been evaluated and mentions the techniques used. The method and results of Hult's study are described. It was found that although "student learning did not differ significantly as a function of TV or non-TV instruction, student attitudes toward TV with instructors were significantly higher than those towards using TV alone."

Kinsolving, Janice and Wunderlich, Craig. Projecting: A Facilitators Guide to Alcohol and Other Film Utilization. Arlington, Va.: ERIC Document Reproduction Service, ED 190 924, 1979.

The guide was designed to help all those involved in alcohol and/or other drug education programs. Chapter 3 (pp. 14-19) is intended as a selection guide for films to be used in these programs. The films should inform, motivate, train, trigger immediate response, and raise consciousness. Guidelines mentioned are: 1) find films with positive messages, 2) when using a film which promotes a single method, mention the factor in the discussion, 3) check for accuracy, 4) avoid films which moralize, 5) do not use scare tactics films, 6) avoid films which do not indicate that drugs, etc., can be abused, 7) avoid stereotypes, and 8) use high quality, attention getting films. The authors also point out that many catalogs are not always trustworthy and suggest strongly that films be previewed.

Korty, Margaret Barton. Audio-Visual Materials in the Church Library. How to Select, Catalog, Process, Store, Circulate and Promote. Arlington, Va.: ERIC Document Reproduction Service, ED 163 943, 1978.

Following a chapter on general policies, each medium is treated separately for this specialized type of media center. Selection guides for films, filmstrips, slides, overhead transparencies, stereo reels, sound recordings, pictures and miscellaneous items are given. In addition, the author has included special problems faced in the selection process.

Lockard, James. Educational Media in the Foreign Language Classroom. Arlington, Va.: ERIC Document Reproduction Service, ED 153 475, 1978.

The author advocates selection of media in the foreign language classroom. One reason is that, according to the Coburn report, people learn about 83% through visual experience. Also, "visualization can facilitate thinking in the new tongue." Secondly, visuals can also "increase the accuracy of comprehension." Thirdly, students are accustomed to AV materials and, finally, teachers using media may be more successful than "better" teachers not using available materials. The author suggests selection techniques for many forms of media for various teaching/learning situations.

Lucier, Mary. "Multi-Image Programming: Hardware and Software." Theater Crafts 13 (October 1979): 40+.

Even though some 2,000 - 3,000 slides are used in the stage production "Beatlemania", the author feels that the same impact can be had in a small production, as slides are sometimes considered to promote a more magical feeling than film. However, a small slide production needs equipment similar to that used in large productions, and the same selection problems arise. Different qualities of projectors, lenses, screens, racks, stands, cases, dissolves and programmers and cameras are included.

"Management Film Finals." Management Today (January 1977): 90.

Evaluative criteria - statements of what was expected from films entered in a Management Film Competition in England are examined. The films were to describe aspects of management which could be "taught and trained" and also were to describe the qualities of a good manager. A John Cleese film was one of the top scorers.

Marshall, Carter L. and Salzer, Joan E. "Transmitting Health Education to the Elderly via Cable Television." Geriatrics 31 (October 1976): 126+.

The authors feel that selecting cable television as a medium for imparting health information to the elderly is a wise move. In 1971, a project was funded to determine if the elderly in an East Harlem high rise would be of medically educational value to the tenants. The results of the project indicate that the elderly welcomed health information via this medium, and, because of the information, they made more intelligent decisions regarding their own health care.

Martin, Ruth E. and Fanslow, Alyce M. "Videotape Versus Live Model Presentations in Teacher Preparation." Home Economics Research Journal 8 (July 1980): 412-20.

An experimental study was designed "to investigate the effectiveness of live model versus videotaped model presentations." The results support "the feasibility of videotape model presentations for the acquisition of knowledge and performance of the demonstration and laboratory teaching strategies in a similar preservice teacher education setting."

May, Jill P. "How to Sell Doughnuts: Media and Children's Literature." Language Arts 56 (April 1979): 375-9.

Two films based on one chapter of Robert McCloskey's Homer Price are evaluated. One version, a slapstick adaptation was produced by ABC, while the other entitled The Doughnuts was produced by Weston Woods with McCloskey's consent and help. It was felt that the latter would do more for promoting children's interest in reading.

Miller, Doris P. "The Case for Filmstrips: Producing Filmstrips in the Classroom." English Journal 66 (October 1977): 70-2.

Reasons for selecting filmstrip making as a viable teaching tool are listed. Examples of the process and problems in producing a sound-slide show are given. Terms "Film", "Slide" and "Filmstrip" are used interchangeably in this otherwise informative article.

Moorehead, Julie. "AV Presentations Save Hospital Time, Dollars." Hospital Topics 57 (January-February 1979): 54-6.

Cassette/slide programs have been selected at the Winona Memorial Hospital in Indianapolis, Indiana, for:

1. a new employee orientation program
  2. acquainting "recruitable" physicians to the facility
  3. recruiting professional personnel for the clinic
- The presentations are also used at community organization meetings. The synchronization between a Kodak Carousel and Wollensak recorder is described as well as a dissolve unit.

Morin, Andre. "Do Educational Films Produced With Same-Race-Communicators Promote Learning?" Journal of Negro Education 45 (Spring 1976): 197-203.

The author reviews studies made to evaluate black students' attitudes when black actors are used in educational films. The problem was developed after it was found that white populations favored an all white cast or a mixed racial cast. The result of the study described was that the students did not identify with those of their own race. This may have resulted from the subject matter of the films or the grade level of the students.

"Multimedia Training: How Effective?" Electrical World 193 (May 15, 1980): 42.

Employees of the data processing area of the Philadelphia Electric Company needed to learn IBM programming. Comparison studies were made, and a video based program was selected over other alternatives because of time and cost factors. The programs were found to be so successful that the company now uses the programs for a time-management course, also.

National Vocational Guidance Association. "Guidelines for the Preparation and Evaluation of Nonprint Career Media." Vocational Guidance Quarterly 26 (December 1977): 99-107.

The revised guidelines were established by NVGA to assist not only the users of career related media, but also for producers of materials for the career field. The guidelines are broken down into four categories: Content, Technical Considerations, User's Guide, and Social Orientation. Included in the article is a two page evaluation form with a grading system for the four categories:

"The New Television." Forbes, June 1, 1976, pp. 24-9.

Evaluation and differences and similarities between Hollywood's MCA, Inc./Dutch Philips videodisc system and RCA's Selectavision system of videodiscs are presented. A side-by-side comparison chart is included.

New York State Education Department, Albany Bureau of Occupational and Career Curriculum Development. Handbook for Teachers of Adult Occupational Education. Arlington, Va.: ERIC Document Reproduction Service, ED 149 160, 1977.

Unit 4 of the Handbook...itemizes "teaching aids" and why they are used. A list of criteria for selection of the materials is included with suggestions on the use of the materials in the occupational education field. Specific case study type examples are included.

Nolan, Patricia. "Sound Reasoning in Spelling." The Reading Teacher 33 (February 1980): 538-43.

Spelling computers designed to sound out questions and accept or reject oral responses are evaluated. For spelling practice, they may be superior to other methods, but using them for teaching is questionable.

Podratz, Rosalyn O'Leary. "Audio-Visual Project: An Alternative Learning Experience in Pediatrics." Journal of Nursing Education 15 (November 1976): 33-6.

Students in the Diploma Nursing Program at the Evangelical School of Nursing in Oak Lawn, Illinois, were encouraged to use the school's audiovisual materials in presentations to classmates. The instructors and the audiovisual coordinator act as resource persons. Goals and learning objectives are defined. An "Evaluation of AV Project" form which the students and instructors use to self-evaluate is included. The selection of AV materials as additions to the curriculum methodology has been found to be stimulating and realistic.

Rader, Ronald R. "Audio-Visual Aids for Russian and Soviet History: Progress, Problems, and Possibilities." History Teacher 12 (August 1979): 507-38.

Selection of realistic materials about the Soviet Union is difficult because of shifting attitudes of the American media. Even though many educational films have been produced about the USSR, information about them and their titles are difficult to obtain. In this article, the results of Dr. Rader's investigation, many available films have been critiqued and analyzed to aid the history teacher in the selection for this topic. Even parts of films worthy of a screening are mentioned. An extensive list of audiovisual software suggested on this topic follows the article.

Russock, Howard I. "Data Collection from Videotape Experiments in a Biology Laboratory." American Biology Teacher 19 (February 1977): 93-5.

The selection of videotape science experiments is strongly suggested by the author. The reasons for this are:

1. The student may view the experiment at his own pace and become actively involved.
2. Other methods may be too time consuming, dangerous or expensive.
3. The experiment is known to be conducted correctly.

The author's study concludes with the statement that although students are enabled to collect data accurately, they did not seem to be "attracted or repelled by individualized videotaped experiments."

Ruth, Deborah Dashow. Views of Nonprint Media. A Case of Expanded Literacy. Arlington, Va.: ERIC Document Reproduction Service, ED 123 647, 1976.

The author proposes an expanded view of literacy, including visual and verbal media. The new media "serve to expand the world of printed words." She advocates the combination of print and nonprint to help students become literate. Students should be helped to become better, selective reviewers, since reading is not a skill required to acquire knowledge. She suggests discussion as a technique for combining the visual and verbal and describes a four stage discussion sequence after selecting and showing a short non-narrated film. Finally, she concludes that students must become "selective participants in the media culture."

Sampson, Jack. (Editorial) Field and Stream, February 1978, p. 4.

An evaluative report is given on a three part film-strip kit "Man and Wildlife" for use in the classroom. The National Shooting Sports Foundations produced the kit to rectify misinformation about wildlife and nature as well as to correct anti-hunting sentiment.

Sanders, Dale. "Filmstrips." Christianity Today 23 (April 20, 1979): 36.

Tucked at the end of "Book Review", this column contains evaluative reviews of filmstrips and kits covering the Beatitudes, Lutheran Land and Grace, God's Goodness, and a Church Media Center. The column appears periodically.

Scanlan, Timothy. "The Use of Radio Canada and Radio France Recordings in the Teaching of Language and Culture." The French Review 53 (February 1980): 402-10.

Radio Canada/France have developed recordings to be used by students in advanced French language classes. These have been evaluated as being superior to short wave broadcasts as the latter are often distorted (static, etc.). Although the recordings are not as up-to-date as live broadcasts, contemporary issues are used to stress vocabulary. Another reason for selecting the recordings is that a simple record or cassette player is sufficient hardware. Examples of presentations are given as well as teaching techniques.

Smith, Bruce A. "Videorecorders in Fighters Evaluated." Aviation Week and Space Technology 108 (March 20, 1978): 59.

Airborn Video Tape Recorders (AVTR) were tested by the Air Force Tactical Air Command during the Spring of 1978. These were to be used as a partial replacement of the gunsight film cameras. The advantage stated for this type of recording was that an instant replay is possible and eliminates purchase of new film for each flight. The recorder not only films but also includes two audio tracks. The Army, Navy and some foreign countries are also evaluating the feasibility of this kind of equipment.

"Tape." Music Journal 37 (July/August 1979): 53.

This monthly column begun in the above issue is dedicated to bringing to the readers, latest developments in the entire tape field - both audio and video. Excellent descriptions, advantages and disadvantages of tapes are given.

Thompson, William. "Using the Media." Nursing Times 74 (September 28, 1978): 1614-5.

Dr. Thompson is aware of the influence media play on our lives and suggests that properly produced media should be selected for transmitting health messages. Those described are posters, booklets, information guides, newspapers, films and television. Hints for their proper selection and use are given.

"Training Aids: Robson Rhodes Cuts New Ground." Accounting 88 (July 1977): 9.

Robson Rhodes, a British accounting firm with offices in the United States and Canada, selected an audio tape presentation to identify requirements for maximum audit efficiency as a means of raising standards throughout their offices. In evaluating previous tapes it was found that, although briefings were necessary, ad lib presentations were better than those using prepared scripts.

"Training Claim Representatives With Stop/Motion Projection."  
Best's Review: Property/Casualty Insurance Edition 80  
(February 1980): 86-7.

Within seven years, a Rhode Island Insurance company's field offices were expected to increase from nine to thirty-five. Training the increased number of employees became a problem. A one-on-one program was phased out because of rapid growth. Video did not meet the company's requirements because of the cost factor and little need to indicate constant motion on film. The Beseler Cue/See equipment was selected because of its properties of projecting motion as well as stop motion.

Warshovsky, Fred. "VCR's - The Biggest Thing Since Television." The Reader's Digest, February 1979, pp. 141-4.

. Even though this article is outdated as far as VCR's are concerned, many qualities of the VCR hardware and software are explained to aid in selection at the present time. Videodisc players are also mentioned.

Wegner, Hart. Teaching With Film. Arlington, Va.: ERIC Document Reproduction Service, ED 146 910, 1977.

This booklet describes the selection of different kinds of feature films for different kinds of teaching situations instead of choosing films made exclusively for educational purposes. The teacher is cautioned that an old black and white film such as Nanook of the North is not necessarily a bad film, and conversely, a new film may not be the best available.

Weiss, E. D. "Trend in Retail Training: Audio-Visuals." Advertising Age 45 (August 1977): 36.

Because of the high cost of demonstrators, twenty drug chains are viewing program and sales presentations on video cassettes. Another reason for selecting this medium, other than the cost factor, is the fact that the demonstrations can be viewed at any time during the stores' operating hours, rather than just when the live demonstrator and management or sales personnel are able to get together.

Wilson, Benjamin. "Development Audio-Visual Kits on Regional Black Heritage." Negro History Bulletin 42 (January, February, March 1979): 10-11.

The author gives advice and plans for selection of materials to create educational modules for ethnic or regional studies - not only "Black Heritage." He advises using census data, etc., for "quantifiable data", but oral data on cassettes and copies of old photographs (daguerrotypes) for slide productions for describing the quality of life.

### III

#### SUMMARY

Many of the citations were of general nature and did not identify the selection of one medium over another. However, thirty items of the fifty-six citations suggest the selection of various audiovisual materials instead of using traditional "live" demonstrators. Some reasons for this choice are:

1. Standardization of content in teaching situations.
2. Entertaining - attention getting.
3. Cost effective.
4. Time saver.

The following table indicates the frequency of items mentioned in the bibliography by subject matter and materials. (See page 19).

It should be noted that, although not included in the annotations, most of the sources mentioned the need of supplementary items when audiovisual materials were selected for educational purposes. Among these items are guides, outlines, and questions. The most frequently suggested addition was teacher involvement-still a vital part of the learning process.

FREQUENCY OF KINDS OF  
AUDIOVISUAL MATERIALS MENTIONED  
IN AREAS CITED

| Area                      | Slides and<br>Slide/Sound | Broadcast<br>Television | Video<br>Recording | 16mm<br>Film | Audio-Radio &<br>Recording | Film Strips | Computer | Media in<br>General | Total |
|---------------------------|---------------------------|-------------------------|--------------------|--------------|----------------------------|-------------|----------|---------------------|-------|
| Alcohol/Drug              |                           |                         |                    | 1            |                            |             |          |                     | 1     |
| Art                       | 1                         |                         |                    | 1            | 1                          | 1           |          | 1                   | 5     |
| Aviation                  |                           |                         | 1                  |              |                            |             |          |                     | 1     |
| Business                  | 2                         |                         | 3                  | 2            | 1                          | 1           |          | 2                   | 11    |
| Ethnic Studies            | 1                         |                         |                    | 2            |                            |             |          |                     | 3     |
| History                   |                           |                         |                    | 1            |                            |             |          |                     | 1     |
| Home Economics            |                           |                         | 1                  |              |                            |             |          |                     | 1     |
| Language                  |                           | 1                       |                    |              | 2                          |             |          | 2                   | 5     |
| Medicine                  | 1                         | 1                       |                    |              |                            |             |          | 2                   | 4     |
| Music                     |                           |                         | 1                  |              | 1                          |             |          | 1                   | 3     |
| Nutrition                 |                           |                         |                    |              |                            |             |          | 1                   | 1     |
| Occupational<br>Education |                           |                         |                    |              |                            |             |          | 2                   | 2     |
| Physical<br>Education     |                           |                         | 1                  |              |                            |             |          |                     | 1     |
| Psychiatry                |                           |                         | 1                  |              |                            |             |          |                     | 1     |
| Reading                   |                           |                         |                    | 1            |                            | 1           | 1        |                     | 3     |
| Religion                  |                           |                         |                    |              |                            | 1           |          | 1                   | 2     |
| Science                   |                           |                         | 1                  |              |                            |             |          |                     | 1     |
| Vocational Guidance       |                           |                         |                    |              |                            |             |          | 2                   | 2     |
| General Interest          | 1                         |                         | 3                  | 1            | 2                          | 1           |          | 3                   | 11    |
| Totals                    | 6                         | 2                       | 12                 | 9            | 7                          | 5           | 1        | 17                  | 59*   |

\*Some articles were concerned with more than one type of audiovisual material.

## APPENDIX A

### INDEXES USED

Applied Science and Technology Index

Art Index

Business Periodicals Index

Cumulative Index to Nursing and Allied Health Literature

Cumulative Index to Nursing Literature

Current Index to Journals in Education

Education Index

Library Literature

Music Index

Reader's Guide to Periodical Literature

Resources in Education

APPENDIX B

ALPHABETICAL LIST OF PERIODICALS  
INCLUDED IN BIBLIOGRAPHY

Accountancy  
Advertising Age  
Administrative Management  
American Biology Teacher  
Aviation Week and Space Technology  
Best's Review: Property/Casualty Insurance Edition  
Business Week  
Christianity Today  
College Student Journal  
Design  
Electrical World  
English Journal  
Essence  
Field and Stream  
Forbes  
The French Review  
Geriatrics  
History Teacher  
Home Economics Research Journal  
Hospital Topics  
The Instrumentalist  
Journal of Documentation  
Journal of Negro Education

APPENDIX B (Continued)

Journal of Nursing Education  
Journal of Nutrition Education  
Journal of Physical Education and Recreation  
Language Arts  
Management Today  
Money  
Museum  
Music Journal  
Negro History Bulletin  
Nursing Times  
The Office  
Personnel Management  
Perspectives in Psychiatric Care  
Phi Delta Kappan  
Print  
The Reading Teacher  
The Reader's Digest  
School Arts  
The School Musician Director and Teacher  
Stereo Review  
TESOL Quarterly  
Theater Crafts  
Training and Development Journal  
Vocational Guidance Quarterly